



## **Research in Action Dialogue for After School Programs**

**Date Of RAD: 1/18/13**

**School: I.S. 528**

**Teaching Artist: Karamba Sise**

# Program Overview

## Essential Question:

How do we make music that affects the community?

## Program Summary:

By the end of the year, students will have a body of musical projects that relate to themselves and their community. By studying different musical styles and genres, students will learn the importance of their own artistic voice, and will attain tools to further refine that voice. By maintaining a professional climate in the classroom, students will learn ways to maneuver more comfortably in school, as well as life.

Students will learn to create songs using GarageBand on Mac Laptops. Students will have the option of recording their songs, or just writing lyrics for the musical pieces that they create. They will learn to produce, write and mix their own songs. I will also work on music for a song that the whole class can collaborate on, that we can finish at the Urban Arts music studio.

# Project Overview

## Project Name:

Who am I?

## Guiding Questions:

## Project Goals:

Students learn the basics of Garageband and gain a stronger sense of self. They also begin to explore the basics of songwriting.

## Final Product(s):

Songs and instrumental pieces that reflect the characters and uniqueness of the students.

## Key Vocabulary:

Beat, Bar, Verse, Chorus, Bridge, Concept, Master Work, Soundscape

# *Student #1 Work and Reflection*

Student Artwork:

Student Reflection:

## *Student #2 Work and Reflection*

Student Artwork:

Student Reflection:

## *Student #3 Work and Reflection*

Student Artwork:

Student Reflection:

# Project Rubric

<b>EXCELLING</b>	<p>Academic:</p> <p>Student can define beats, bars, soundscapes and all sections of a song (verse, chorus, bridge).</p> <p>Student has a working introductory understanding of GarageBand.</p> <p>Student's music has a unique, defined style that they can easily describe.</p> <p>Artistic:</p> <p>Student's instrumental piece has a full soundscape, uses variations and drops, and has personality.</p> <p>Student's lyrics are thoughtful and clever, with clear defined delivery.</p> <p>Social:</p> <p>Student's lyrics demonstrate strong understanding of community and how they relate to it.</p> <p>Student's background music demonstrates strong understanding of community and how they relate to it.</p>
<b>ACHIEVING</b>	<p>Academic:</p> <p>Student can loosely define beats, bars, soundscapes and some sections of a song (verse, chorus, bridge).</p> <p>Student is developing a working introductory understanding of GarageBand.</p> <p>Student's music is developing a unique, defined style that they can easily describe.</p> <p>Artistic:</p> <p>Student's instrumental piece is coming close to a full soundscape, uses variations and drops.</p> <p>Student's lyrics are thoughtful, delivery is audible.</p> <p>Social:</p> <p>Student's lyrics demonstrate understanding of community and how they relate to it.</p> <p>Student's background music demonstrates understanding of community and how they relate to it.</p>

# Teaching Artist Reflections

<b>Student #1</b>	<i>(Student Artwork)</i>	Teaching Artist Reflection: <i>1 sentence on student; 1 sentence on how student represents achieving/excelling/emerging; 1 sentence on your action plan for this group</i>
<b>Student #2</b>	<i>(Student Artwork)</i>	Teaching Artist Reflection:
<b>Student #3</b>	<i>(Student Artwork)</i>	Teaching Artist Reflection:

# Next Steps

- What have we learned about our students?
- How does this project align with Common Core standards and other school goals/areas of focus?
- How can we continue to work to address the needs of all students?
- How can the partnership between Urban Arts and the school be strengthened?
- What can be improved moving forward so that we can have greater impact?